



Communities That Care

Community Plan Implementation Training

Funding the
Community
Action Plan

Trainer's Guide
(150 minutes)

Module 2

Slides for Module 2

Funding the Community Action Plan	2-1
We are here.	2-2
Module 2 goal.....	2-3
Objectives	2-4
Strategic funding plans	2-5
Steps to effective funding	2-6
Outcome-based budgeting	2-7
The Community Action Plan budget	2-8
Tapping into existing resources.....	2-9
Working with existing funding streams	2-10
Establishing collaborative agreements	2-11
Maximizing resources.....	2-12
Reallocating community funds.....	2-13
Evaluating allocation strategies.....	2-14
Creating blended, flexible funding streams	2-15
Elements of decategorization.....	2-16
Administrative-level changes.....	2-17

Legislative changes	2-18
Pilot projects	2-19
Do we need to change the funding structure?	2-20
Activity: Assessing readiness for change.....	2-21
Building support for change.....	2-22
Fundraising strategies	2-23
Tips for successful grant writing.....	2-24
For more information	2-25
Strategic funding plan	2-26
Next steps	2-27
Next up	2-28



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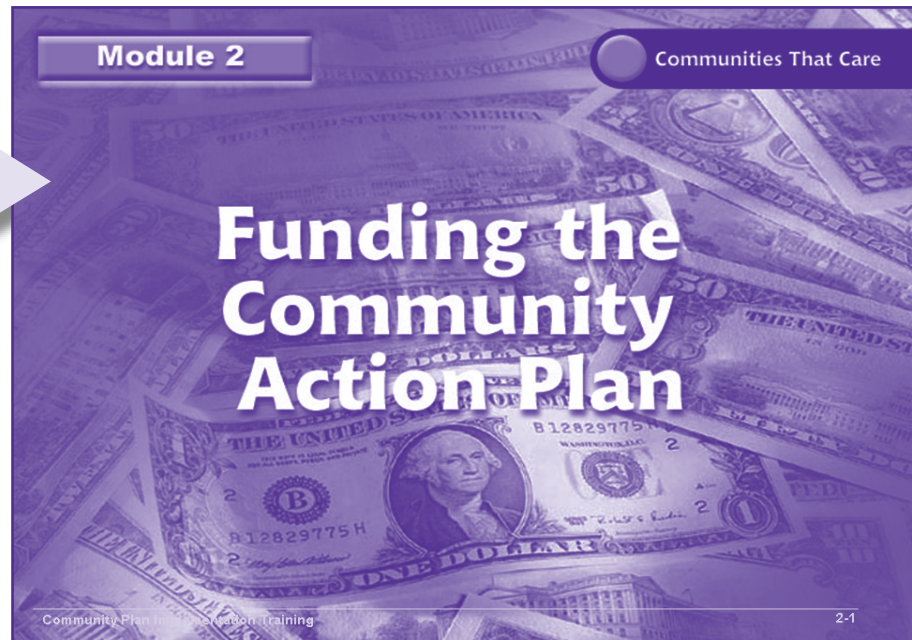
(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)



Slide 2-1

Notes



Activity: Using resources creatively

Time: 10 minutes

Materials: Six wooden freezer-pop or craft sticks for each participant

Instructions

1. Give each participant six sticks.
2. Tell participants that their assignment is to create four triangles with their sticks.
3. Allow a few minutes for participants to work.
4. After about five minutes, ask what happened. If participants say that they didn't have enough sticks to complete the assignment, show them that they could have made a three-dimensional pyramid with the six sticks, resulting in three upright triangles and one at the base.

Debrief

In the field of human services, people often feel that they don't have enough resources to accomplish all of their goals for children and families. But sometimes by looking at a problem from a different angle, it's possible to find ways to use existing resources more effectively.

Talking about money and how resources should be used can give rise to a lot of tension and anxiety. Throughout this module and the work that comes after it, I want you to keep in mind our shared goal: to help your community achieve its vision for healthy youth. In the end, the difficult work of budgeting should result in greater coordination among agencies and more efficient, effective use of resources. This will help your community achieve its long-term vision.

Point out where the community's vision statement is posted (see pretraining preparation for Module 2).

Phase Five: Implementing and Evaluating the Community Action Plan Communities That Care

- Module 1** Overview
- Module 2** Funding the Community Action Plan

Milestone: Implementers of new programs, policies and practices have the necessary skills, expertise and resources to implement with fidelity.
- Module 3** Ensuring High-Fidelity Implementation

Milestone: Implementers of new programs, policies and practices have the necessary skills, expertise and resources to implement with fidelity.
Milestone: Implement new programs, policies and practices with fidelity.
- Module 4** Evaluating Participant Outcomes

Milestone: Conduct program-level evaluations at least annually.
Milestone: Conduct community-level assessments at least every two years.
- Module 5** Next Steps

Community Plan Implementation Training 2-2



Slide 2-2

WE ARE HERE.

Notes

In this module, we'll begin covering the milestone "Implementers of new programs, policies and practices have the necessary skills, expertise and resources to implement with fidelity." This module will focus on how your community can obtain the financial resources needed to implement the tested, effective programs identified in your Community Action Plan and sustain the Communities That Care effort over time.

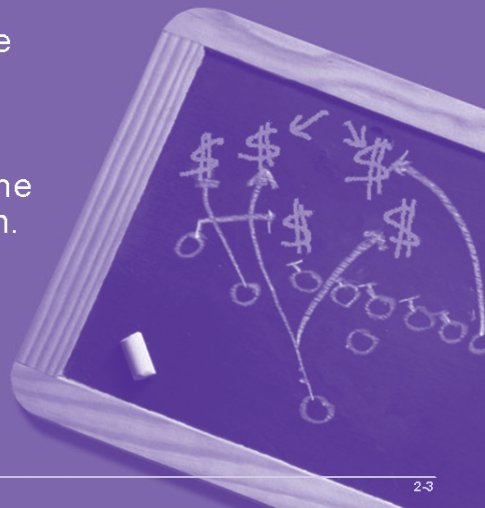


Slide 2-3

Module 2 goal

Communities That Care

The goal of this module is to help the Community Board identify and implement strategies for funding the Community Action Plan.



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2-3

Review the goal.

Notes

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1. Describe the elements of an effective funding plan.
2. Identify strategies for aligning existing funds with the Community Action Plan.
3. Identify strategies to raise new funds to fill gaps.

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24



Slide 2-4



Slide 2-5

Notes

Strategic funding plans:

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- Begin with desired outcomes
- Consider short- and long-term funding needs
- Maximize existing resources
- Draw on a variety of funding sources.



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2-5

Objective 1: Describe the elements of an effective funding plan.

Mental Set: Strategic Thinking

Why does a sports team plan its strategy before a game?

[To increase its chances of winning; to make the team more effective.]

Planning how to reach a goal increases your chances of achieving it. That's how you should approach your plans for funding the Community Action Plan. Rather than simply chasing after grant money, you should look at your long-range funding goals and develop a strategic plan for securing the funding you need.

Here are the elements of an effective strategic funding plan.

Read each item as you click it onto the screen, and expand as follows:



Just as you tied your selection of programs, policies and practices to desired outcomes for your community's youth, your funding plan needs to follow through and tie funding to outcomes. Funding is not an end in itself. Your community should continually reevaluate funding priorities as you monitor outcomes and adjust programming priorities. When you think about your budget in terms of outcomes, programs that effectively achieve desired outcomes will become natural funding priorities.

Notes



→ An effective funding plan considers how each program's funding needs will change over time. For example, a program may have high initial costs for materials and training, but lower costs to maintain the program over time. On the other hand, if you plan to try a pilot program in one neighborhood and then expand the program to other neighborhoods, you need to consider the potential increase in costs over time.



→ Strategic funding plans start by finding ways to maximize the use of existing resources before going after new funding. That's a big part of what we'll be discussing in this module.



→ If your entire Community Action Plan is dependent on one large grant, what happens if you lose that grant? Your efforts will be more sustainable if you draw on a variety of funding sources, including public and private donors, corporate partners and other sources.



Slide 2-6

Notes

Steps to effective funding:

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1. Establish outcomes.
2. Assess the cost of implementation.
3. Assess current resources.
 - Examine agencies' and community's current budget and allocation methods.
 - Identify ways to tap into existing funds to finance the plan.
4. Raise new funds to fill gaps.

Community Plan Implementation Training

2-6

Objective 1: Describe the elements of an effective funding plan.

Here's an overview of the process we'll be following to develop your strategic funding plan.

Review each item as you click it onto the screen.



Good news! The first two steps are already completed. In Phase Four, you developed desired outcomes and selected tested, effective prevention strategies to achieve those outcomes. You also investigated the costs of implementing each strategy.



Now you need to assess the resources available to fund the plan. You'll want to look at the way your agencies' and community's resources are currently allocated. Then you'll need to identify ways to align resources with desired outcomes and tested, effective programs.



Once you know what existing resources are available, you'll need to identify any remaining gaps in funding and plan strategies for filling those gaps with new funding.

Does any of this sound familiar? The process of developing a funding plan is similar to the process you followed to develop your Community Action Plan: you assessed your community's needs, identified existing resources that can address those needs, and identified strategies to fill the gaps.

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Slide 2-7

Outcome-based budgeting can involve administrative or legislative policy changes, or simply changing the way we think about budgeting in our agencies. In this module, we'll be exploring ways to align your agencies' and community's resources with the desired outcomes identified in your Community Action Plan.



Slide 2-8

Notes



Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Your community should start the budgeting process by getting a sense of the total resources needed to implement the Community Action Plan. The Funding work group can use the Community Action Plan Budget Worksheet on the next page of your guide to develop a basic three-year picture of the resources needed to fund the plan. You can develop this budget based on the program costs information in the Community Action Plan.

Community Action Plan Budget Worksheet

Program	Year 1 total cost	Year 2 total cost	Year 3 total cost	Comments



Slide 2-9

Notes

Tapping into existing resources

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- Work within existing funding streams and budget structures to realign funds.
- Create results-based, flexible funding streams.



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2-9

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Now let's discuss ways to tap into existing funding streams to fund the tested, effective programs in the plan.

Review the slide.

- *We'll start by looking at your agencies' and community's existing funding streams to find ways to reallocate funds for the Community Action Plan.*
- *We'll also look at strategies for creating more flexible, outcome-based funding streams in your community.*

Working with existing funding streams

Communities That Care

- Establish collaborative agreements.
- Find ways to realign funds and share resources.
- Realign funds in the community budget, when possible.

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2-10



Slide 2-10

Notes

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Let's start by looking for ways to reallocate funds within current budget structures.

Review the slide.

- The first step is to identify what agencies will be involved in implementation and how resources will be managed across those agencies.
- The next step is to look at existing budgets—at the agency and community level—for ways to use existing resources more efficiently and share resources. This might mean making hard choices about cutting or combining redundant programs, or replacing unevaluated programs with tested, effective ones. Remember, the Communities That Care process is all about coordinating your community's resources to address problems efficiently and effectively. You've conducted a community assessment and established priorities and desired outcomes. Now it's time to align resources with those priorities. Later in this module, we'll discuss ways to build support for the hard choices your community may need to make.
- Many state and federal grant programs—such as Safe and Drug-Free Schools and Temporary Assistance for Needy Families—offer flexibility in the way the funds can be allocated locally. Work with the local coordinators of these programs to find ways to align these funds with tested, effective programs.



Slide 2-11

Notes

Establishing collaborative agreements

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Identify collaborating agencies and establish:

- shared goals
- responsibilities
- activities.



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2-11

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

The first thing you'll need to do is identify which agencies will be collaborating to implement programs. These agencies can then work together to find ways to maximize their collective resources. The Implementing Agencies Matrix, completed before the training, can help you easily identify collaborating agencies.

Ask the Coordinator/Facilitator to distribute copies of the completed Implementing Agencies Matrix (see pretraining preparation information) to all participants.

When more than one agency will be involved in implementing a program, it's a good idea to have the collaborating agencies develop and sign a written agreement that establishes:

- *shared goals and objectives—for example, these might be the community vision and desired community-level outcomes*
- *key responsibilities of the collaborating agencies—for example, you may want to specify resources each agency has committed to providing, and key implementation responsibilities*
- *key activities of the collaborative—these might include obtaining and allocating funds for specified programs, implementing and monitoring specific programs, and the like.*

The Collaborative Agreement Worksheet in your guide can be used after the training to help collaborating agencies develop written agreements.

Review the Collaborative Agreement Worksheet on the next page.

Collaborative Agreement Worksheet

1. List the collaborating agencies.

2. List the programs these agencies will be collaborating on.

3. List the shared goals and objectives of the collaborative.

4. List the key responsibilities of each agency.



Slide 2-12

Notes

Maximizing resources

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- Use the Agency Resources Allocation Worksheet to evaluate your agency's activities against community priorities and desired outcomes.
- Use the Maximizing Agency Resources Worksheet to identify resources your agency can contribute.
- Work with collaborating agencies to fill out the Coordinating Resources Worksheet (identify resources and gaps).

Community Plan Implementation Training

2-12

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Once you know which agencies will be collaborating to implement programs, you'll need to evaluate agency budgets and find ways to maximize resources.

Review the slide.

- *Your community has committed to implementing tested, effective programs to address its priorities for youth and families. Now, individual agencies may need to rethink their own priorities and find ways to direct their resources toward the community's vision for youth. Agencies can use the Agency Resources Allocation Worksheet, located in your guide, to begin looking at current activities and whether they are helping to address the community's priorities.*
- *Based on this evaluation of your agency's priorities, the next thing to do is look at the resources needed to implement a particular program, and identify anything your organization can contribute. For example:*
 - *Physical space—Perhaps your organization has a classroom-like room that is free one night each week and could be used for a parent-training program.*
 - *Equipment, materials or transportation—Your agency may have a projector, video equipment or other equipment necessary to run a program. Or you may have a van to give participants a ride to the site.*

Notes

- *Staffing and administration—Many tested, effective programs require that staff have certain minimum qualifications. For example, a nurse home visiting program may require that all nurses be RNs. If your agency has staff who meet the minimum qualifications, look for ways to free up their time so they can participate in implementation. Your agency may also be able to provide administrative support for the program.*
- *Cash—Perhaps your agency has an incoming grant with flexible guidelines for use, or another source of income that can be allocated toward the implementation of tested, effective programs.*

Use the Maximizing Agency Resources Worksheet in your guide to list resources your agency can contribute for a particular program.

- *Collaborating agencies should then get together and find ways to share resources. You can use the Coordinating Resources Worksheet to identify what resources can be shared to implement programs and any remaining gaps.*

Review the Agency Resources Allocation Worksheet, Maximizing Agency Resources Worksheet and Coordinating Resources Worksheet with participants before moving on.

Agency Resources Allocation Worksheet

Directions

Use the chart below to create an inventory of all the programs and activities your agency is involved in and how resources are allocated in your agency. In the priority column, note whether the program or activity addresses any of your community's priority risk or protective factors, and if so, which ones.

Program/activity	Primary goal and target audience	Total annual cost	Priority risk or protective factor?

Maximizing Agency Resources Worksheet

Directions

1. Review the resources required for the program(s) your agency will be involved in implementing. These can be found in your Community Action Plan.
2. Use this worksheet to list any resources your agency could contribute toward the new program(s) your agency will be involved in implementing. In the space provided, describe how you propose the resource be reallocated to support the new program.

Program: _____

Agency: _____

Staffing

Supplies and materials

Equipment and facilities

Administration

Transportation

Cash

Other

a

Coordinating Resources Worksheet

Program:

Implementing agencies:

	Description	Cost	Agency that will provide (indicate in-kind or cash)	Gaps
Staffing				
Supplies and materials				
Equipment and facilities				
Administration				
Training and technical assistance				
Staff substitutes				
Transportation				

Reallocating community funds

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- What are the major funding streams coming into the community for children/family programs?
- How are these funds currently being used?
- How much flexibility is there for local allocation?
- Who are the decision-makers?

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2-13



Slide 2-13

Notes

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Once agencies have identified ways to maximize and share resources, you can begin investigating ways to realign resources at the community level. This involves looking at the funding streams coming into the community and assessing whether those funds could be used more efficiently and effectively to help the community achieve its vision. For example, are the funds aligned with the community's priorities and desired outcomes? Remember, this is the time for your community's leaders to take a hard look at whether existing resources are being used efficiently and effectively to help achieve your community's vision for healthy youth.

Here are some ways communities have used federal and state funding streams for tested, effective youth prevention programs:

- Federal Maternal and Child Health, Temporary Assistance for Needy Families and Medicaid dollars have been used for family services such as nurse home visiting programs.
- Title V funds under the federal Juvenile Justice and Delinquency Act have been allocated for local communities to implement delinquency-prevention activities.
- Temporary Assistance for Needy Families funds have been used to support a range of youth and family prevention activities.

The Funding work group can use the Community Funding Streams Worksheet to create an inventory of the state and federal funding streams (Medicaid, TANF, etc.) coming into your community.

Ask participants to turn to the Community Funding Streams Worksheet in their guides while you review the slide.

Notes

- *First, you need to identify the major funding sources for children and families in your community's budget. Community or agency budget directors may provide this information. If necessary, ask Key Leaders for help in accessing the information you need. In the Funding Source column, fill in the name of each funding source and the total amount your community receives.*
- *Find out what programs are being funded by each source, and how much is allocated toward each program. List this information in the Programs Funded and Annual Allocation columns.*
- *Investigate the allocation guidelines for each funding source. Many federal and state funding programs allow communities some flexibility in how they allocate funds. You may be able to obtain the current guidelines from the funding agency's Web site or from local budget staff. Fill in this information in the Flexibility column on the worksheet.*
- *Identify who has the authority to change the allocation, what the process is and how long it will take. For example, will changes not take effect until the next fiscal year? How will that affect the timing of implementation? Fill in this information in the Authority column on the worksheet.*

Community Funding Streams Worksheet

Directions

For each funding source, fill in:

Programs funded—
List the local programs
the money is currently
allocated toward.

Annual allocation—
List the amount of
funding provided for
each program.

Flexibility—Try to find out
how much local flexibility
is allowed in allocating
the funds.

Authority—Find out
who has the authority to
change the way these
funds are allocated in
your community.

Funding source	Programs funded	Annual allocation	Flexibility	Authority



Slide 2-14

Notes

Evaluating allocation strategies

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- How does the proposed allocation fit with the funding program's goals?
- Will another program have to be cut or eliminated?
- How will the allocation strategy help the community achieve its vision?



Community Plan Implementation Training

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

When the Funding work group has created an inventory of the major funding streams coming into the community, the Community Board and Key Leaders can use this information to brainstorm and assess strategies for aligning these funds with the Community Action Plan. Some questions you should ask about each idea for reallocation include:

- How does the proposed allocation fit with the goals of the funding source? In other words, do the funding guidelines allow for the funds to be allocated as you propose?
- Would another program have to be cut or eliminated to allocate the funds as you propose? The Resources Assessment Report can help you assess whether programs currently being funded are effective and are helping the community reach its vision.
- How would the proposed allocation help the community achieve its vision? Make sure that the way you want to allocate or reallocate funds will help the community achieve its vision by using funds efficiently and effectively to address community priorities.

You can use the Allocation Strategy Assessment Worksheet in your guide to assess each possible allocation strategy the Community Board comes up with.

Review the Allocation Strategy Assessment Worksheet with participants.

Allocation Strategy Assessment Worksheet

1. Describe the reallocation strategy.

2. How are the funds currently allocated?

Amount/Program/Agency: _____

Amount/Program/Agency: _____

3. Who makes the allocation decision?

4. How does the proposed allocation fit with the goals of the funding program?

5. Would another program have to be cut or eliminated as part of this strategy?

6. How would the proposed allocation help the community achieve its vision?



Slide 2-15

Notes



Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Mental Set: Gin Rummy

Is anyone familiar with the game Gin Rummy? Pause for response.

In Gin Rummy, the object of the game is to arrange your hand into sets. Sets can be either sequences of three or more cards of the same suit, such as a 2, 3 and 4 of hearts, or groups of three or four cards of the same rank, such as four 10s. Now, here's the important part: a card can only belong to one set at a time. You cannot use a 7 of hearts to make up a sequence with a 4, 5 and 6 of hearts and a set of two other 7s.

Can you see how restrictions like this make it harder to win the game? It's the same with funding. Categorical restrictions on how funds are allocated can create barriers to using funds in the most effective ways to achieve outcomes. For example, in a categorical funding system, maternal and child health programs are treated as entirely separate from substance abuse prevention programs. This structure can result in a fragmented and incomplete approach to helping children and families. Communities can often serve children and families more effectively by blending funding streams and allowing more flexible, outcome-focused allocation. This, in turn, facilitates a more comprehensive, coordinated approach to human services.

So far, we've been discussing strategies for working within the existing funding streams. Your community's leaders may need to take things a step further by creating more flexible decategorized funding streams. This will ensure that coordinated services and continual outcome-based planning, which are key to the Communities That Care process, become the established standard in your community. To decategorize funding streams, administrative or legislative policy changes at the local, state or even federal level may be needed.

Elements of decategorization

- Central fund for children/family services
- Outcome-focused funding guidelines
- Local flexibility to allocate funds as needed



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2-16



Slide 2-16

Notes

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Here are some elements of decategorized funding systems.

Review the slide.

- *Establishing a central, flexible fund for children and families is essential in any effort to remove categorical restrictions on funding. This has been done at the state level, via legislation, and at the city or county level. For example, some communities have created a flexible fund for children and families by pooling contributions from local charities, United Way agencies and discretionary government funds.*
- *Decategorization policies may introduce outcome-focused funding guidelines, which tie funding to programs that effectively achieve the community's desired outcomes.*
- *A key principle behind decategorization is to allow local communities the flexibility to meet the changing needs of families and children.*



Slide 2-17

Notes

Administrative-level changes

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Might include:

- changing local allocation guidelines
- obtaining waivers from categorical funding streams
- changing policies and approaches in the executive branch
- creating local children's fund.

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2-17

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Flexible funding streams and/or outcome-based budget structures can sometimes be created by changing administrative policies. For example:

Review the slide.

- *Your city or county may be able to develop local budget allocation guidelines that tie funding to programs that will help reach the community's desired outcomes for youth.*
- *Key Leaders may be able to negotiate with the relevant state and federal agencies to obtain waivers on categorical funding restrictions, allowing you to create a central fund at the local level.*
- *Executive branches of government can use their authority to allocate funds in new ways. For example, in 2002, the Pennsylvania Governor's Community Partnership for Safe Children designated Temporary Assistance for Needy Families funds to support the implementation of certain programs as part of local Communities That Care and other community prevention efforts.*
- *Some communities have created local centralized funds for children and families by forming formal collaboratives that involve all relevant agencies. Each agency passes some resources to the collaborative, which allocates funds according to community priorities and desired outcomes.*

Legislative changes

Communities That Care

Might include:

- removing categorical restrictions on state funds
- creating a central children's fund
- mandating outcome-focused planning and budgeting.

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2-18



Slide 2-18

Notes

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

While communities have had some success at creating local flexible funding streams strictly through administrative policy changes, they have often found that these efforts are limited without state-level political support. Most advocates of decategorization agree that legislation is the most effective way to truly institutionalize the concept of flexible, outcome-based funding streams.

Review the slide.

Here are some examples of successful legislation that has created flexible, results-based funding guidelines.

- *In the late 1980s, Iowa passed legislation directing the Department of Human Services to replace the existing categorical allocation system with one that responded to the actual needs of children and families. The decategorized funding approach was implemented county by county with much success, and now constitutes a statewide approach to funding.*
- *Pennsylvania's Children's Trust Fund Act created a central fund dedicated to child abuse prevention activities. Grants from this fund have supported prevention efforts at numerous Communities That Care sites in Pennsylvania.*
- *California's Crime Prevention Act established a fund for juvenile crime and delinquency prevention activities. Local recipients of the grants have developed comprehensive prevention plans based on assessment of local needs and priorities.*



Slide 2-19

Notes

Pilot projects

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- Gradual approach to changing allocation systems
- Easier to get leadership support to implement gradually
- Allow you to demonstrate successes and challenges



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2-19

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Changing funding streams completely at the city, county or state level may seem like a daunting task. Some communities have taken a gradual approach by starting with pilot projects. For example, the state of Iowa began decategorization with a pilot project in a few counties. The pilot sites demonstrated how blended, flexible funding streams enable communities to better serve children and families by providing the flexibility to address local needs. This allowed Iowa to demonstrate success and gradually build support for decategorization, rather than trying to implement the change statewide all at once.

Pilot projects allow you to experiment with blended funding streams in certain localities within your state, county or city. Taking a gradual approach has several advantages:

- *Key decision-makers may be more willing to support the gradual implementation of blending funding streams.*
- *Pilot testing allows you to demonstrate the success of the new approach. This can help you build support throughout the community or state for a full-scale change.*
- *Pilot testing also offers the opportunity to identify challenges and improve the policy before implementing the new system throughout the state or community.*

Communities That Care

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Slide 2-20

Review each item as you click it onto the screen.

2—33

Notes



If your community does decide to try to change the funding structure, you need to assess what level of change is required. You may be able to achieve effective decategorization by changing the local administrative code, if legislation is already in place to allow this. For example, if your state has passed legislation creating a central fund for children and families with local flexibility in allocation, then your community may just need to change local allocation rules to be in line with state-level decategorization.

On the other hand, if current regulations are too restrictive to effectively create flexible funding streams, your community may need to pursue legislation to remove these barriers. This may seem overwhelming. But keep in mind that the Communities That Care system has already introduced the importance of collaboration and coordination of prevention efforts among all stakeholders in the community. If your community is part of a statewide Communities That Care effort, the political climate may be friendlier to decategorization than you think.



You also need to assess whether your community is ready for full-scale change or if you need to start with pilot projects. This may depend on how well your community's agencies are already collaborating. For example, the agencies in a particular city or town in your county may be effectively collaborating throughout the Communities That Care process. But other parts of the county may still be struggling with turf issues. In this case, you may want to select the city that's a little further along as a pilot site for decategorization, and then gradually phase it in elsewhere as other parts of the county begin to collaborate more effectively.

Activity: Assessing readiness for change

1. Answer the questions on the Readiness for Decategorization Worksheet.
2. Flag questions you can't answer for further investigation.
3. Develop a work plan for investigating flagged questions.

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2-21

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Slide 2-21

Notes

Objective 2: Identify strategies for aligning existing funds with the Community Action Plan.

Activity: Assessing community readiness for decategorization

Time: 25 minutes

Instructions:

1. Lead the entire group in a discussion of the questions on the Readiness for Decategorization Worksheet on the next page. Have the Coordinator/Facilitator or another individual fill out a master copy of the worksheet.
2. Ask the person filling out the master copy to flag any questions that the group needs to investigate further.
3. After you have discussed each question, list the areas the group identified for further investigation on an easel sheet. The Funding work group should investigate these issues and report back to the Community Board after the training.

Readiness for Decategorization Worksheet

1. Current political climate

Are local political leaders and other top decision-makers in favor of decategorization?

What about state-level leaders (governor, legislators, etc.)?

Has decategorization been tried before in your community or state? If so, what were the results?

Is the *Communities That Care* system supported at the state level, or is this a purely local initiative?

Other comments about the political climate in relation to decategorization:

2. Administrative-level change or legislative change?

To what extent do local administrators have the authority to create blended, flexible funding streams?

Do laws or regulations at the state level encourage flexibility/decategorization at the local level?

If so, what regulations need to change at the local level to take advantage of this?

3. Full-scale or phase in?

Are agencies already cooperating well together and trying to share resources?

Is there a lot of political resistance to implementing full-scale decategorization?

Are certain parts of the community more ready to implement decategorization than others?

4. Summary

Recommendations:

Areas for further investigation:

2-22





Slide 2-23

Notes

Fundraising strategies

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- Traditional grants
- In-kind contributions
- Fee-for-service
- Tax revenue
- Fundraisers



Community Plan Implementation Training

2-23

Objective 3: Identify strategies to raise new funds to fill gaps.

Before we wrap up this module, let's discuss some strategies for raising new funds to fill the gaps that remain after realigning existing funds.

Review the slide.

- *You can apply for grants from private foundations, corporations or government agencies.*
- *Local businesses may be able to make in-kind contributions of equipment, supplies, physical space, etc. For example, a locally based corporation could donate computers or office supplies that are needed to run a program.*
- *You may be able to partially fund some programs on a fee-for-service basis. For example, one school funded the early years of an after-school program with student fees. Fees were assessed on a sliding scale, and parents who couldn't afford the fees volunteered their time to help run the program.*
- *Another strategy some communities have used is to increase the excise tax on alcohol and tobacco and set these funds aside for the Community Action Plan. This type of strategy not only raises funds for your community, but may help reduce the risk factor community laws and norms favorable to drug use, and promote the protective factor healthy beliefs and clear standards.*
- *Key Leaders could host fundraising events to solicit individual contributions. For example, they could hold a banquet to raise funds for a particular program. High-profile events like these also raise awareness in the community of the Communities That Care effort.*

Tips for successful grant writing

Communities That Care

- Research potential funders before writing the proposal.
- Have Key Leaders contact funders.
- Develop proposals tailored to the funders.
- Use data to demonstrate need.
- Emphasize that the program is tested, effective.
- Include evaluation plans.

Community Plan Implementation Training

2-24



Slide 2-24

Notes

Objective 3: Identify strategies to raise new funds to fill gaps.

Whether you apply for grants from public or private sources, here are some tips that can help you develop effective proposals.

Review the slide.

- *Do your homework on potential funders. Don't waste your time—or theirs—by sending a proposal for a project that doesn't fit with the funder's values, interests or funding guidelines. Make sure the funder gives the kind of grant you're looking for. For example, some foundations only fund certain types of programs or functions or may be interested only in programs that target a certain ethnic group or community.*
- *Funders may be more likely to consider your proposal if it has the support of community leaders. Once you identify potential funders, ask a Key Leader or another influential supporter of the Communities That Care effort to make the initial contact with the funder. Even better, identify someone who already has a relationship with an individual at the funding agency.*
- *One of the biggest mistakes you can make in grant writing is to write a proposal before identifying the funder you plan to submit it to. Your proposal needs to show how the goals of your project and/or organization fit with the funder's goals and interests. Also, funders sometimes have very specific guidelines for proposal length and format.*
- *Effective grant proposals demonstrate the need for the project with solid data. Draw on your Community Assessment Report and Resources Assessment Report to show the need for the program you are proposing. At the same time, remember to tailor this information to the interests of the audience. Don't just dump all of your survey and archival data tables into your proposal. Focus on the information that helps show why a certain risk factor needs to be addressed.*
- *Emphasize that the program for which you're requesting funding has been tested in well-controlled trials and shown to be effective at reducing one of your community's priority risk factors and enhancing protection. This demonstrates that their support is likely to make a real difference in the community.*
- *Be sure to include evaluation plans in grant proposals, if the funder requires them.*



Slide 2-25

Notes

For more information

Communities That Care

Check the funding resources section of Web site for:

- public and private funders interested in youth development
- current opportunities
- grant-writing tips
- links to grant-writing resources.

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2-25

Objective 3: Identify strategies to raise new funds to fill gaps.

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Slide 2-26

The proposal should include:

- Be sure to include the rationale for each recommendation, including benefits of proposed strategies and reasons for selecting particular funders to submit proposals to.*



Slide 2-27

Notes

Next steps

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- Investigate strategies for maximizing existing resources.
- Identify strategies for raising new funds.
- Propose funding plan to full Key Leader Board.
- Develop a work plan to:
 - implement reallocation strategies
 - develop grant proposals
 - implement other fundraising strategies.

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2-27

Review the next steps as outlined on the slide.

Activity: Developing a work plan for completing next steps.

Time: 15 minutes

Instructions:

Using the Funding Work Plan on the next page, have participants develop a final work plan for investigating reallocation and fundraising strategies and preparing a proposal to submit to the Key Leader Board. Have one person record the plan on a master copy of the worksheet. Provide extra blank copies as needed.

Funding Work Plan

Task	Assigned to	Due Date
Complete the Community Action Plan Budget Worksheet.		
Establish collaborative agreements.	All collaborating agencies	
Complete Agency Resources Allocation Worksheet and Maximizing Agency Resources Worksheet.	All implementing agencies	
Complete the Coordinating Resources Worksheet.	Collaborating agencies	
Complete Community Funding Streams Worksheet.		
Brainstorm and assess realignment strategies.	The Community Board	



Slide 2-28

Notes

Phase Five: Implementing and Evaluating the Community Action Plan Communities That Care

Module 1 Overview

Module 2 Funding the Community Action Plan
Milestone: Implementers of new programs, policies and practices have the necessary skills, expertise and resources to implement with fidelity.

Module 3 Ensuring High-Fidelity Implementation NEXT UP
Milestone: Implementers of new programs, policies and practices have the necessary skills, expertise and resources to implement with fidelity.
Milestone: Implement new programs, policies and practices with fidelity.

Module 4 Evaluating Participant Outcomes
Milestone: Conduct program-level evaluations at least annually.
Milestone: Conduct community-level assessments at least every two years.

Module 5 Next Steps

Community Plan Implementation Training 2-28

Let participants know that in the next module you will begin discussing implementing programs, policies and practices with fidelity.